

Year 2 Phonics Progression

Teaching: The purpose of this phase is to introduce and teach the past tense; investigating and learning how to add suffixes; teaching spelling long words; finding and learning the difficult parts in words; learning and practising spellings; application of spellings in writing; knowledge of the spelling system: adding suffixes and various spelling strategies.

Common words indicate the 64 statutory common exception words for year 2 as per the National Curriculum.

During this phase, children become fluent readers and increasingly accurate spellers.

Year Group	Term	Week	Phase	Suffix Taught	Common Exception Words (CEW) Taught
Year 2	Autumn 1	1 – 6	5	Following the progression from the Unlocking Letters and Sounds for the first two terms in Year 2.	CEW words taught following the ULS progression
	Autumn 2	1 – 6			
At this point, phonics teaching will continue as an intervention for those children who still require it. Year 2 children will move on to learning spellings as per the National Curriculum.					
Year 2	Spring 1	1	6	Past Tense -ed suffix Teaching the children to just add the -ed to the end of a verb by just adding 'ed' <i>jumped, shouted, laughed, cleaned, listened, mixed, pulled, wanted</i>	door, floor, poor, because, find, kind
		2		Past Tense -ed suffix Teaching the children to add the -ed suffix of one syllable ending in a single consonant letter after a single vowel letter. The last consonant letter of the root word is doubled to keep the vowel sound. Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> . <i>stopped, hopped, hummed, popped, dropped</i>	mind, behind, child, children, wild, climb
		3		Past Tense -ed suffix The y is changed to i before -ed, Adding -ed, to a root word ending in -y with a consonant before it <i>cried, fried, replied, copied</i>	most, only, both, old, cold, gold, hold, told
		4		Past Tense -ed suffix Adding the endings -ed, to words ending in -e with a consonant before it The -e at the end of the root word is dropped before, -ed or any other suffix beginning with a vowel letter is added. <i>lived, liked, smiled, hiked</i>	every, everybody, great, break, steak
		5		Past Tense – irregular verbs <i>thought, found, gave, began, sat, fell, ran, stood</i>	pretty, beautiful, after, fast, past, last
		6		Assessing the -ed suffix and recapping the different spelling rules where necessary. <ul style="list-style-type: none">The last consonant letter of the root word is doubled to keep the vowel sound.	father, class, grass, pass, plant, path, bath

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	Spring 2			<ul style="list-style-type: none"> Adding -ed, to a root word ending in -y with a consonant before it The -e at the end of the root word is dropped before, -ed or any other suffix beginning with a vowel letter is added. Irregular verb of the past tense 	
		1	6	<p>Teach adding -ing, -er and -est to a root word ending in -y with a consonant before it. The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii.</p> <p>The only ordinary words with ii are skiing and taxiing.</p> <p>copied, copier, happier, happiest, ...but copying, crying, replying busiest</p> <p>Note to self: we have spent the first term teaching the past tense of the suffix -ed, therefore, teaching these suffixes altogether in this term should be easier because you have already taught the spelling rule for adding a suffix with the word ending in -y.</p>	hour, move, prove, improve, sure,
		2		<p>Teach adding the endings -ing, -er, -est and -y to words ending in -e with a consonant before it</p> <p>The -e at the end of the root word is dropped before -ing, -er, -est, -y or any other suffix beginning with a vowel letter is added.</p> <p>Exception: being.</p> <p>hiking, hiked, hiker, nicer, nicest, shiny taking, living, having, loving larger</p> <p>Note to self: we have spent the first term teaching the past tense of the suffix -ed, therefore, teaching these suffixes altogether in this term should be easier because you have already taught the spelling rule for adding a suffix with the word ending in -e.</p>	beautiful, pretty, people, really, very, doesn't
		3		<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The last consonant letter of the root word is doubled to keep the original sound (i.e. to keep the vowel 'short').</p> <p>Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.</p> <p>patting, humming, dropping, sadder, saddest, fatter, fattest, runner, runny, bigger, biggest, small, smaller, hottest,</p> <p>Note to self: we have spent the first term teaching the past tense of the suffix -ed, therefore, teaching these suffixes altogether in this term should be easier because you</p>	sugar, eye, could, should, would, who

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				have already taught the spelling rule for adding a suffix with the word ending in a consonant.	
		4		Teach adding the endings -ing, -er, -est to words where nothing needs to change. looking, meeting, morning, cooking tallest, smallest, shortest, coldest, wildest, quickest smaller, taller, colder, shorter, wilder, quicker	whole, any, many, clothes, busy, people
		5		Teach the suffixes -ment, -ness, -ful, -less If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable. amusement, amazement, entertainment, punishment, payment, movement kindness, sadness, goodness, darkness helpful, careful, joyful, wishful careless, harmless, thoughtless, homeless, hopeless Note to self: this may need two lessons.	water, again, half, money, Mr, Mrs
		6		Teach the suffixes -ment, -ness, -ful, -less If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable. happy - happiness silly - silliness beauty - beautiful plenty - plentiful penny - penniless	parents, Christmas, everybody, even, friend, school
	Summer 1	1	6	Teach the suffixes -ly If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.	Assessment of all of the Year 2 CEW taught to determine which CEW

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				<p>Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p> <p>Teach the children that these adjectives are turning into adverbs. <i>suddenly, quickly, slowly, really, carefully, nervously</i></p>	word need an extra focus.
		2		<p>Teach the suffixes -ly If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p> <p>Teach the children that these nouns are changing into an adverbial of time. <i>yearly, daily, fortnightly, monthly, weekly, hourly</i></p>	
		3		<p>Teach adding -s as a suffix for plurals <i>animals, birds, plants, trees, eggs, looks</i></p> <p>Teach the plural of -s when the word ends in -ey The plural of these words is formed by the addition of -s <i>valleys, donkeys, keys, monkeys, chimneys</i></p>	
		4		<p>Teach adding -es to nouns and verbs ending in -y The y is changed to i before -es is added. <i>flies, tries, replies, copies, babies, carries</i></p> <p>Teach adding -es to nouns for a plural Just add the es <i>bushes, witches, watches, boxes, foxes, lunches, churches</i></p>	
		5		<p>Investigating spelling rules with the -y suffix nouns – adjectives <i>stormy, icy, funny, dirty, slimy, floppy</i></p> <p>Teach the sound spelt -y at the end of words</p>	

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				This is by far the most common spelling for this sound at the end of words. <i>cry, fly, dry, try, reply, July</i>	
		6		Teach -en suffix noun to verb <i>flatten, tighten, strengthen, frighten, straighten, threaten</i>	
	Summer 2	1	6	Teach contraction words In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive. <i>that's, it's, I've, let's there's, he's, we're, couldn't, wouldn't</i>	Assessment of all of the Year 2 CEW taught to determine which CEW word need an extra focus.
		2		Homophones and near-homophones It is really important that children know the difference in meaning between homophones <i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, by/buy/bye, through/threw</i>	
		3		Homophones and near-homophones It is really important that children know the difference in meaning between homophones <i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, by/buy/bye, through/threw</i>	
		4		Teach words ending in -tion <i>station, fiction, motion, national, section</i>	
		5		Assessment and review of all spelling rules when adding suffixes. Assessment and review of all of the CEW taught.	
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